

Date: _____

Letter *Ff* Introduction

PLAN

Component: Phonics

Instructional Activity: Introducing the Letter *Ff*

Materials Needed: *Ff* sound-spelling card, previously taught cards



Approximate Time:
10 minutes



**Click here for video
example**

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

We're going to learn a new letter. Knowing the name, sound, and spelling of each letter will help you read and write words.

REVIEW & VOCABULARY

Review prerequisite skills and teach related vocabulary.

Review letters previously taught.

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Demonstrate. Teach the new skill, model with clear explanations, verbalize your thinking process.

Display or hold the sound-spelling card for *Ff*.

- Point to the letter at the top of the card. **The name of this letter is *Ff*.**
- Point to the picture. **The sound this letter makes is /fff/, as in *fish*.**
- **The sound /fff/ can be held a long time. Listen: /fff/.** Hold the sound for 2-3 seconds.
- Point to the spelling pattern at the bottom of the card. **/fff/ is spelled *f*.** If I'm writing a word, and I hear the sound /fff/ in it, most of the time I will write the letter *f*. **The spelling for /fff/ is *f*.**
- **The name of the letter is *Ff*.** The sound the letter makes is /fff/. **The spelling for /fff/ is *f*.** Remember, /fff/ is a sound that cannot be held.



I DO IT!

If students need support with:	Then try this:											
<p>Sound production/identification</p> <p><i>Allow them to use handheld mirrors with the lesson, if available.</i></p>	<table border="1" data-bbox="693 730 1801 812"> <thead> <tr> <th data-bbox="693 730 940 771">Sound</th> <th data-bbox="940 730 1306 771">Where</th> <th data-bbox="1306 730 1554 771">What</th> <th data-bbox="1554 730 1801 771">How</th> </tr> </thead> <tbody> <tr> <td data-bbox="693 771 940 812">/fff/</td> <td data-bbox="940 771 1306 812">Upper teeth on lower lip</td> <td data-bbox="1306 771 1554 812">Lip and teeth</td> <td data-bbox="1554 771 1801 812">Voice off</td> </tr> </tbody> </table> <p>Students may benefit from understanding how and where a letter-sound is made. Teaching the shape of the mouth, the articulators (the parts of the mouth that block the flow of air when making sounds), and the voice can aid in correct pronunciation of each sound. Here's a sample:</p> <p>The name of this letter is <i>Ff</i>. The sound it makes is /fff/. The spelling for /fff/ is <i>f</i>. Remember, /fff/ is a sound that can be held.</p> <p>When I make the sound /fff/, my mouth looks like this. Model the shape of your mouth as you make the sound /fff/. Can you make your mouth look like mine? If possible, let students use handheld mirrors to check the shape of the mouth.</p> <p>When I make the sound /fff/, I am touching my bottom lip with my top teeth. I blow out air and say /fff/. Can you feel your teeth on your bottom lip when you make the sound /fff/? Again, let students use handheld mirrors, if available.</p> <p>When I make the sound /fff/, my voice is off. I don't use my voice to make the sound /fff/. If I put my hand on my throat when I make the sound /fff/, I cannot feel a vibration. Put your hand on your throat and say the sound /fff/. Do you feel a vibration?</p>				Sound	Where	What	How	/fff/	Upper teeth on lower lip	Lip and teeth	Voice off
Sound	Where	What	How									
/fff/	Upper teeth on lower lip	Lip and teeth	Voice off									

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WE DO IT!

Provide guided practice.

Let's try it together! I will say the steps as you do them. Show students the sound-spelling card for *Ff*.

The name of the letter is *Ff*. **Name?** Students respond with letter name: *Ff*.

The sound the letter makes is /fff/. **Sound?** Students respond with letter sound: /fff/.

The spelling for /fff/ is *f*. **Spelling?** Students respond with the spelling: *f*.

Review 1-2 times, if needed: **Name? Sound? Spelling?**

YOU DO IT!

Provide independent practice.

Your turn. I will hold the card in front of one student at a time. I will ask that student to tell me the *name*, the *sound*, or the *spelling*. Listen closely so you know which one to say out loud.

Hold the card up so everyone can see it. Then, hold the card directly in front of one student and say one of the following:

Name? Student responds with letter name.

Sound? Student responds with letter sound.

Spelling? Student responds with letter name.

Repeat the routine so that each student has the opportunity to say the name, the sound, and the spelling.

Now we know that the name of the letter is *Ff*. The sound the letter makes is /fff/, and the spelling for /fff/ is *f*.

OR: Now we know that when we want to write the sound /fff/, we can use the letter *f*.

Teacher Tip: When asking for individual student responses, do NOT go in a predictable order (round robin)! Keep the students on their toes by skipping around.

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ASSESS

Assess students (formally or informally). *Determine the level of mastery for the stated objective.*

Observe individual students as they respond during guided and independent practice.
Scaffold or correct all errors. Provide specific feedback for accurate responses.

Teacher Tip: As students learn more and more letter sounds, you can begin or end the session with a lightning round of sounds, where you flash students the sound-spelling cards and students make the sounds as quickly as possible.

ENRICH/EXTEND

Enrichment/Extension. *Provide enrichment and extension activities for students who need less support.*

For students who show mastery of letter-sound correspondences, work toward automaticity in blending words with two or more sounds using known graphemes.